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CIP CODE: 51.1601
SEMESTER: Departmental Syllabus
COURSE TITLE: Children and Families
COURSE NUMBER: NURS0212
CREDIT HOURS: 4
INSTRUCTORS: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: Departmental Syllabus

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PREREQUISITES: NURS0126

REQUIRED TEXT AND MATERIALS:
Please check with the KCKCC Bookstore, http://kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
In this course, the student's clinical competency and critical thinking skills increase in order to provide a safe-effective care environment for pediatric clients and their families in whom psychosocial and physiological integrity is compromised. The course content will be applied to increase proficiency in the use of the nursing process while working with hospitalized children who are experiencing disorders of the respiratory, hematological, immune, neurological, cardiovascular, gastrointestinal, and musculoskeletal systems.

Documentation and communication skills will be refined while caring for culturally diverse infants, children, adolescents, and families. Clinical emphasis is placed on professional accountability, including working with multidisciplinary teams, and examining ethical and legal issues. Children's developmental and health promotion needs will be analyzed in diverse settings to determine teaching and service-learning activities which will enhance the child's and family's self-care ability.

METHOD OF INSTRUCTION:
A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, learning experiences, and performances outside the classroom. Simulation experiences are included as part of the clinical and/or didactic experience. Methodology will be selected to best meet student needs.

**COURSE OUTLINE:**

I. Child Development and Wellness
   A. Health Promotion and Maintenance  
   B. Effects of Illness and Hospitalization
      1. Assessment  
      2. Analysis/Plan - anxiety, fear, risk for delayed development, deficient diversional activity, risk for injury, risk for poisoning, risk for suffocation, deficient knowledge (specify)
      3. Intervention - teaching-infant nutrition, teaching-infant safety, parent education-infant, bottle feeding, infant care, teaching-toddler nutrition, teaching-toddler safety, environmental management- safety, immunization/vaccination, vehicle safety promotion, therapeutic play, calming technique, distraction, anxiety reduction, coping enhancement, nutrition management, sport injury prevention-youth, parent education-adolescent
      4. Evaluation - child development; 2 month through adolescent, play participation, nutrition status, immunization behavior, safety behavior, physical maturation-female and male, knowledge-child safety, knowledge-infant care, knowledge-health promotion, parenting-social safety, compliance behavior, caregiver performance, child adaptation to hospitalization, anxiety control

II. Family Unit Functioning and Enhancement
   A. Parent  
   B. Siblings
      1. Assessment  
      2. Analysis/Plan - family compromised, potential for growth, family coping; disabling, compromised, interrupted family processes, chronic sorrow, parental role conflict, impaired parenting, caregiver role strain
      3. Intervention - role enhancement, coping enhancement, parent education-child rearing, caregiver support, parenting promotion, family integrity promotion, family involvement, family mobilization, family process maintenance, family support, normalization promotion, respite care, visitation facilitation, sibling support
      4. Evaluation - family coping, family functioning, family normalization, family participation in professional care, parenting, caregiver stressors, caregiver home care readiness, family lifestyle disruption, family endurance potential, knowledge: illness care

III. Child Health Restoration
   A. Respiratory Alterations  
      1. Assessment  
      2. Analysis/Plan - ineffective airway clearance, risk for aspiration, activity intolerance, ineffective breathing pattern, Impaired gas exchange
      3. Intervention - airway management, aspiration precautions, ventilation assistance
      4. Evaluation - respiratory status: ventilation, respiratory status: airway patency, respiratory status: gas exchange, endurance, asthma control
   B. Malignancies
1. Assessment
2. Analysis/Plan - risk for infection, body image disturbance, nausea, impaired oral mucous membrane, risk for fluid volume imbalance, pain, ineffective protection
3. Intervention - oral health restoration, nausea/vomiting management, chemotherapy management, venous access device management, bleeding precautions, fluid management, fluid monitoring, fluid/electrolyte management, body image enhancement, infection protection, radiation therapy management, pain management
4. Evaluation - symptom severity, hydration, pain control, pain level, self-esteem, body image, knowledge-infection control, oral health, nutrition-food and fluid intake

C. Ethical/Legal/Cultural Issues
1. Assessment
2. Analysis/Plan - violence, risk for, impaired parenting, grieving
3. Intervention - dying care, abuse protection support, cultural brokerage
4. Evaluation - abuse behavior, self-control, fear control, family coping, caregiver-patient relationship, grief resolution, psychosocial adjustment, life change

D. Musculoskeletal Alterations
1. Assessment
2. Analysis/Plan - impaired physical mobility, risk for peripheral neurovascular dysfunction, impaired skin integrity
3. Intervention - case care maintenance, traction/immobilization care
4. Evaluation - bone healing, mobility level, tissue integrity: skin and mucous membrane, tissue perfusion: peripheral, immobility consequences: physiological

E. Neurological Alterations
1. Assessment
2. Analysis/Plan - ineffective tissue perfusion, growth and development delayed, decreased intracranial adaptive capacity
3. Intervention - cerebral edema management, neurological monitoring, seizure management and precautions, latex precautions
4. Evaluation - tissue perfusion: cerebral, neurological status, neurological status: conscious, risk control

F. Hematological/Immunological Alterations
1. Assessment
2. Analysis/Plan - risk for peripheral/neurovascular dysfunction, tissue perfusion, ineffective:
3. Intervention - circulatory care: arterial, circulatory care: venous, circulatory precautions, cardiac care, fluid management, bleeding precautions
4. Evaluation - tissue perfusion: peripheral, pain control, symptom severity, hydration

G. Gastrointestinal Alterations
1. Assessment
2. Analysis/Plan - fluid volume deficient, risk, altered growth, imbalanced nutrition, less than body requirements, risk for aspiration
3. Intervention - fluid management, fluid monitoring, fluid/electrolyte management, aspiration precautions, Nutrition management, Non-nutritive sucking
4. Evaluation - aspiration control, bowel elimination, hydration, swallowing status, nutrition status: food and fluid, nutrition status: nutritional intake, growth

H. Cardiac Disorders
1. Assessment
2. Analysis/Plan - decreased cardiac output, fluid volume excess, tissue perfusion, ineffective
3. Intervention - cardiac care, weight gain assistance, fluid management
4. Evaluation - vital sign status, tissue perfusion peripheral, circulatory status, hydration, growth

EXPECTED LEARNER OUTCOMES:
A. The student will integrate caring behaviors in practicing the art and science of nursing within a diverse population.
B. The student will implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
C. The student will collaborate with clients and members of the interdisciplinary health care team to optimize client outcomes.
D. The student will adapt through the use of the nursing process the ability to think critically and make safe and effective judgments incorporating evidence-based practice.
E. The student will manage care and provide leadership to meet client needs using available resources and current technology.
F. The student will generate teaching and learning processes to promote and maintain health and to reduce risks for a variety of clients.
G. The student will demonstrate effective communication methods to manage client needs and to interact with other health care team members.

COURSE COMPETENCIES:

The student will integrate caring behaviors in practicing the art and science of nursing within a diverse population.

1. The student will integrate cultural awareness and caring while managing/providing for the pediatric client and family’s needs.
2. The student will utilize family-centered care in decision-making for the pediatric client.
3. The student will modify teaching to meet client and family’s specific cultural needs.
4. The student will assess cultural needs of each client and family.
5. The student will distinguish cultural diversity among children, families and colleagues.

The student will implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.

6. The student will adapt behavior consistent with professional identity of nursing.
7. The student will demonstrate nursing practice consistent with established legal-ethical standards.
8. The student will complete patient care and documentation within allotted time frame.
9. The student will submit weekly paperwork to instructor within allotted time.
10. The student will demonstrate professional accountability while managing care for pediatric clients and their families.

The student will collaborate with clients and members of the interdisciplinary health care team to optimize client outcomes.

11. The student will provide cost-effective care for pediatric clients and families by coordinating and/or collaborating with members of the multidisciplinary health care team.
12. The student will explore care decisions based on cost effectiveness.
13. The student will organize clinical time to maximize learning experiences.
14. The student will coordinate tasks with other health care members to meet clients/family needs.

*The student will adapt through the use of the nursing process the ability to think critically and make safe and effective judgments incorporating evidence-based practice.*

15. The student will demonstrate a spirit of inquiry to devise a plan of care to meet the pediatric client and family’s needs while utilizing critical thinking skills within the nursing process framework.
16. The student will evaluate the client’s progress toward desired outcomes related to physiologic function.
17. The student will utilize nursing judgment to examine indications, classifications, side effects, and nursing implications for all medication and parenteral therapies.
18. The student will demonstrate accurate dosage computation, preparation and comparison with standards for all medications and parenteral therapies.
19. The student will demonstrate safe administration in organized, timely, and accurate delivery with recording procedures for medications and parenteral therapies.
20. The student will utilize critical nursing judgment to evaluate client’s progress toward outcomes and identify appropriate revisions.
21. The student will demonstrate correct nutrition and fluid delivery techniques for assigned clients.
22. The student will evaluate data to determine priority nursing diagnoses and develop appropriate plan of care.

*The student will manage care and provide leadership to meet client needs using available resources and current technology.*

23. The student will utilize measures to ensure safety and security to self, clients and families.
24. The student will demonstrate essential nursing procedures to provide appropriate and safe care.
25. The student will discuss appropriate role model techniques to promote flourishing of children.
26. Discuss professional identity and promote leadership while working with pediatric client/families.
27. The student will identify discharge teaching needs, including community resources, for pediatric clients/families.
28. The student will analyze commonly used pediatric lab and diagnostic tests.
29. The student will utilize knowledge of pathophysiology in providing client needs.

*The student will generate teaching and learning processes to promote and maintain health and to reduce risks for a variety of clients.*

30. The student will support the child and family through the normal expected stages of growth & development, including the need for health promotion and illness prevention.
31. The student will differentiate the stage of growth & development for each client.
32. The student will implement actions to promote human flourishing that are appropriate for assigned client’s developmental stage.
33. The student will teach appropriate anticipatory guidance based on developmental theories.
34. The student will discuss injury prevention strategies for pediatric clients.

*The student will demonstrate effective communication methods to manage client needs and to interact with other health care team members.*

35. The student will employ active listening with therapeutic responses and interpret the client/families verbal and nonverbal responses.
36. The student will employ clarity & accuracy in verbal, written, and electronic communication adhering to institutional format.
37. The student will utilize therapeutic communication techniques during interactions.
38. The student will employ professional communication strategies with members of the health care team.
39. The student will emphasize the importance of family involvement in the care of the pediatric client.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student's progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome at any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

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